DOCUMENT RESUME

ED 176 392 EA 012 103

TITLE	The Role of Elementary School in Changing Communities. Planning for Lutheran Elementary Schools. E11.
INSTITUTION	Lutheran Church, Missouri Synod, St. Louis, Mo.
PUB DATE	78
NOTE	34p.; For related documents, see EA 012 093-105; Figures 1 and 2 may not reproduce clearly
AVAILABLE FROM	Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Change Strategies; City Problems; *Community Change; Elementary Education; *Parochial Schools; Religious Education; Rural Schools; *School Community Relationship; School Planning; *School Role; Urban Schools
IDENTIFIERS	*Lutheran Elementary Schools

ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on the response of Lutheran elementary schools to community changes. The publication begins by discussing the problem of sensitizing congregations to changes in ethnic composition, age, or number of children in the community and to the effects these changes can have on the church and the school. Collection and utilization of data on community change are discussed. The second section presents guidelines for responding to change intended to enhance the probability that planned change can occur. Areas covered include conducting an assessment of readiness for change, being a leader who can respond to change, and dealing with anxieties concerning change. Two sections deal with responding to urban change and responding to rural change. The urban change section stresses the idea that in spite of problems, center-city elementary schools are an excellent evangelism outreach of the parish. The rural change section suggests an interparish school in areas where enrollment is small. A final section contains an annotated bibliography of resources for dealing with change. (Author/JM)

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THE ROLE OF ELEMENTARY SCHOOL IN CHANGING COMMUNITIES

SENSITIZING CONGREGATIONS TO THE PRESENCE OF CHANGE

DEVELOPING EFFECTIVE RESPONSES TO CHANGE

RESPONDING TO URBAN CHANGE

RESPONDING TO RURAL CHANGE

RESOURCES FOR DEALING WITH CHANGE

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PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

EA 012 103

E11

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

Often the principal will be the first person to read this manual. I urge the principal to know the content of this document thoroughly. The principal will order additional copies for those who will benefit from its use. The above is true also for directors of education and early childhood programs.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schultz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoike thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

Printed in Milwaukee, Wisconsin
School Year - 1978-79

Martin F. Wessler
Project Director

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INTRODUCTION

Change is a pervasive reality. It affects all of society. This includes the local congregation and the Lutheran school, wherever they are located.

Change is accelerating. The church must be prepared to seize opportunities before they are gone or are too difficult to manage.

Change can be challenging, exciting, refreshing. It can also be distressing, frightening, disorienting. How we deal with change is of vital consequence for the mission - including the education mission - of the church. Useful data and helpful strategies for confronting change are available.

This document focuses on the role of a Lutheran elementary school in a changing community. It provides an orientation to the kinds of changes that are occuring in various communities, to the available data descriptive of such communities, and to the strategies that may be used in making Lutheran schools effective agencies in those environments. A separate focus is given both rural and urban situations. An annotated bibliography furnishes a list of print and human resources.

This booklet can be used by congregations currently operating schools and by those that are conducting feasibility studies. While the document's orientation is especially sensitive to the urban, multicultural setting, it has broad application for other communities where Lutheran schools may be involved.

The contributions of William Kammrath, James Kracht, Aron Valleskey, Robert Kavasch and Marlin Schulz are herewith gratefully acknowledged.

May the development and enrichment of Christian community through Lutheran schools be served.

Donald Kell, Editor

SENSITIZING CONGREGATIONS TO THE PRESENCE OF CHANGE

One of the most common statements heard about change is "The neighborhood is changing." The statement may have many connotations, but often it implies only one kind of change - a white population to a non-white population. Certainly such changes frequently occurred in the last thirty years, but there are also more subtle changes. Every community undergoes change, and although the change may not be from one cultural group to another, community changes can have profound effects upon a church and school.

Community change will be reflected in a church. Sometimes people claim that change around the church is none of their concern because the "community" is not really part of the area the church serves. For 90% of the churches, their communities are experiencing change of one sort or another. The changes in the community, for good or bad, will show up in church statistics and programs.

KINDS OF CHANGE

Ethnic change is usually easy to spot. Social scientists have catalogued an exhaustive list of changes. It should be noted that change is not only an urban phenomena. Suburbs and rural areas are affected as well. Even communities that do not change from one type of community to another may undergo change. Some communities are known for their transient residents. The community with no migration is not immune either. Its people age and age brings change.

Typical community changes occurring today might include the following:

Previous or Former Community	New Community
young parents, children, home owners	older persons, few children
older persons, few children	poorer minority population, many children (Spanish, Black)
	urban redevelopment (upper middle, professional class), few children
minority, old industrial-commercial	urban redevelopment (upper middle, professional class), few children
	public housing (poor minority)
middle-class, home-owning	poorer minority population, many children (Spanish, Black)
	middle-class minority
foreign ethnic neighborhood	less of the previous ethnicity or new ethnic groups
rural	parents, children, home owners
	urban development (upper-middle, professional class), few children
	rural development-government or industry, wealthy families, general wealth rise

Community change leads to change in the church. If a new group of people comes into an area, it obviously gives the community a new composition. Are these people joining the church? Do they have children who might attend a school? If they do not join the church, do they change the community in a way that will affect the church's program?

WHERE TO GET INFORMATION

It is important for most churches and schools to gather and study data that helps church leaders understand the changes occurring in the church community. It is important that the congregations select one or several people to gather and evaluate community data. An inventory of members' talents may reveal an urban or county planner within the congregation. Persons involved in real estate frequently are able to sense the pulse of the community. Another approach that might prove fruitful includes contacts with planning agencies in the area. Urban planners and real estate people are usually very willing to share their information and insights.

Sometimes communities do special surveys; survey results are usually available to churches. Community agencies are good places to obtain data. Occasionally, industries do studies and are willing to share their results. The Federal Bureau of the Census provides consistently acceptable information across the nation.

Bureau of the Census information is available at several places. Local planning agencies use it for many of their decisions. The local public library carries a number of census publications. The Bureau of the Census maintains a Data User's Service that answers general questions and is willing to provide local sources. Large state universities may have special computer printouts of data tailored to specific problems and areas. All of the above should be contacted for information.

The major Lutheran churches belong to an organization called Census Access for Planning in the Church (CAPC), CAPC provides Bureau of the Census data in specific packages to help churches. Contacts for these and other resources are given in detail in "Resources" at the end of this document.

Most churches print annuals that contain some church information. The Lutheran Church-Missouri Synod prints a statistical yearbook. In addition, every church is a repository of important information for its own historical record. Each major Lutheran church body has a director of planning and research. He can provide data and help.

KINDS OF DATA

The amount of information available about any geographical area within the United States is voluminous. Some items of information are used for unique problems. Most needs for information can be met by a few categories of data. The categories are migration, racial-ethnic, income-education-occupation, housing conditions, and age-sex. Figure 1, at the close of this chapter, is a sample of community data from CAPC. Although it is listed here without detailed explanation, more details may be obtained from CAPC. In a minimal way, each one of the general categories is represented in Figure 1.

Like the community, there are general categories of church data that are helpful in church and school planning - the current status of membership, the various changes in membership, parish education, and stewardship. Figure 2, at the close of this chapter, is an example of a church profile provided by the Research and Planning Department of the Lutheran Church-Missouri Synod. More information may be obtained from the Department of Research and Planning, Lutheran Church-Missouri Synod, St. Louis (see "Resources").

HOW TO USE COMMUNITY AND CHURCH DATA

The easy answer to putting information to use is "hire an expert." Remember, an expert may be in the local congregation. Every national church office maintains a list of consultants who can help congregations and schools.

With or without experts, the decision-makers in the congregation should be aware of the general principles that govern the use of information and evaluation of data.

In Figure 1, each set of four lines represents a different subdivision of an area around a church. In this example, the first line reports 1970 data; the second, 1960; the third, the absolute change from 1960 to 1970; the fourth, the percent change. The last four lines are the total figures for all of the subdivisions. The four subdivisions in the example are not equal to the total lines because there are more subdivisions that were not shown due to space limitations.

In Figure 2, each column is a different set of statistics for the items listed on the left side. Column 1 contains district or judicatory totals; column 2, circuits or subdivisions of districts; and the last four columns, various years for a given church.

Persons looking at data, such as found in Figures 1 and 2, should consider "within-area" differences. For example, in Figure 1, which area is gaining young persons? Which area(s) meet a threshold number of youth, income, and stability?

A second important comparison relates a subdivision to the sum of all the subdivisions. How different or atypical is one subdivision? Is the church much like others in the circuit or one of the extremes? Are the extremes or the average better school potential?

A larger area comparison may also be appropriate. The variations in a local area may be relatively small when laid against the whole. Nonpublic schools may "do better" in some areas than in others. For example, in Figure 1, are most parts of the larger area, 60% minority? Is 31% persons under 18 typical for the whole area? Or in Figure 2, how does a congregation compare to the judicatory of which it is a part?

The final comparison is time. With two or more base years it is possible to start plotting trends. The trends, of course, allow some prediction of direction from a point beyond the date of the statistics. Frequently, the trends can be verified, or nullified, with a bit of field work within the local area. Both Figures 1 and 2 allow trend observation. What directions are contributions taking (Figure 2)? Does a trend to minority in-migration seem evident (Figure 1)? Is the trend toward more or less nonpublic school attendance (Figure 1)?

Change comes with time. Thus, two or more years are important to pinpoint change. The changes will not jump out from the list. Changes need to be "discovered" and evaluated. What is significant change for a church, especially one planning or operating a school? That is a question which takes thoughtful consideration. The answer will help shape the response to change.

Figure 1

County	Tract	Total Population	Percent Persons Age -18	Percent Persons Age 65+	Percent Persons Black	Percent Persons Spanish	Percent Foreign Bckgrnd.	Percent Workers Prof & Man
003	5603	2605	38.600	11.700	65.700	.000	9.500	18.100
	0271	2459	28.700	15.500	2.400	.000	21.500	19.000
		146	9.900	-3.800	63.300	.000	-12.000	-.900
		5.930	34.490	-24.510	2637.500		-55.810	-4.730
003	5604	1984	16.200	26.800	.400	.000	19.600	20.000
	0272	3688	23.800	17.800	.200	.000	21.900	17.300
		-1704	-7.600	9.000	.200	.000	-2.300	2.700
		-46.200	-31.930	50.560	100.000		-10.500	15.600
003	5605	3513	23.000	17.800	1.700	.000	24.100	28.300
	0273	4227	26.800	16.800	.400	.000	26.700	15.000
		-714	-3.830	1.000	1.300	.000	-2.600	13.300
		-16.890	-14.170	5.950	325.000		-9.730	88.660
003	5606	2302	20.100	25.500	1.300	.000	24.300	14.000
	0274	2955	23.000	17.100	1.000	.000	22.400	14.500
		-653	-2.900	8.400	.300	.000	1.900	-.500
		-22.090	-12.600	49.120	30.000		8.480	-3.440
1970 Total		42976	31.003	13.964	58.488	.069	11.625	19.991
1960 Total		50698	30.489	11.787	39.110	.047	17.272	12.720
ABS Change		-7722	.514	2.177	19.378	.022	-5.647	7.271
PCT Change		-15.230	1.680	18.460	49.540	46.800	-32.690	57.160

County	Tract	Total Population	Percent Homes Blt Past 10 Yr	Percent No Move In Past 5 Yrs	Percent Housing Rented	Percent With No Family	Average Family Income	Average Yrs Sch Age 25+	Percent Elem Pupil Par & Priv
003	5603	2605	.600	55.900	43.000	10.000	$9,249	10.600	4.600
	0271	2459	2.600	56.600	54.300	7.600	$6,688	10.940	10.600
		146	-2.000	-.700	-6.300	2.400	2561	-.340	-6.000
		5.930	-76.920	-1.230	-11.600	31.570	38.290	-3.100	-56.600
003	5604	1984	14.300	48.800	76.800	16.100	$9,017	10.610	21.400
	0272	3688	.200	48.800	72.100	10.700	$5,596	10.170	30.600
		-1704	14.100	.000	4.700	5.400	3421	.440	-9.200
		-46.200	7050.000	.000	6.510	50.560	61.130	4.320	-30.060
003	5605	3513	6.100	57.500	59.100	15.400	$11,466	11.620	40.900
	0273	4227	2.200	58.500	52.700	8.500	$6,799	10.789	31.700
		-714	3.900	-1.000	6.400	6.900	4667	.831	9.200
		-16.890	177.270	-1.700	12.140	81.170	68.640	7.700	29.020
003	5606	2302	1.200	60.000	78.500	24.700	$8,885	9.790	64.500
	0274	2955	.300	50.300	75.600	16.300	$6,055	10.359	25.800
		-653	.900	9.700	2.900	8.400	2830	-.569	38.700
		-22.090	300.000	19.280	3.830	51.530	46.730	-5.490	150.000
1970 Total		42176	7.719	60.223	56.615	12.410	$9,562	10.444	15.619
1960 Total		50198	3.058	50.258	56.083	7.648	$5,813	9.912	21.890
ABS Change		-7122	4.661	9.965	.532	4.762	3748	.532	-6.271
PCT Change		-15.230	152.410	19.820	.940	62.260	64.480	5.360	-28.640

Figure 2

THE LUTHERAN CHURCH-MISSOURI SYNOD CONGREGATION/CIRCUIT PROFILE

Profile For	District 49	Circuit 01	Church Resurrec	Code 951947		
Data Items	76 DST MO	76 CRT MO	1976	1973	1970	1968
Year Organized	945	953	964	964	964	964
Membership						
Baptized	306	250	110	110	105	114
Confirmed	212	185	72	71	67	70
Confirm as % Bapt	73.000	69.300	65.400	64.500	63.800	61.400
Change in Membership						
Child Baptisms	5.778	7.500	9	7	11	10
Baptism Rate	2.402	4.930	12.900	9.800	16.400	14.200
Deaths	2.283	1.500	1	1		1
Mortality Rate	1.081	0.567	1.100	1.400		1.400
Juniors Confirm	7.150	7.500	7	4	3	2
Confirm Rate	2.979	3.179	9.700	5.600	4.400	2.800
Adults Conf/Bapt	2.500	3.000	8		1	4
Adult Access Rate	0.931	1.310	11.100		1.400	5.700
Defections	6.500	4.750	5	3	35	5
Defection Rate	2.768	3.333	6.900	4.200	52.200	7.100
Net Gain (Loss)	+3.167	+6.500	6	10	-17	8
Net Gain Rate	+0.921	+4.099	8.300	14.000	-25.300	11.400
Parish Education						
Elem Enrollment	97.500	12.000				
Pupil/Teach Ratio	19.900					
Sunday Sch Enroll	76.500	72.500	20	33	23	46
Enrollment Rate	24.076	29.200	18.100	30.000	21.900	40.300
Pre Confirm	60.300	53.500	14	30	17	33
Enrollment Rate	71.429	76.300	36.800	76.900	44.700	75.000
Post Confirm	21.000	25.000	6	3	6	13
Enrollment Rate	9.861	13.400	8.300	4.200	8.900	18.500
VBS Enrollment	56.500	50.500	25	30		44
% Non-Mem Enroll	46.000	48.800	28.000	43.300		29.500
Stewardship						
Total Contrib	$24,771	$32,555		$7,082	$8,550	$16,971
Per Confirm Mem	$143.20	$146.71		$99	$127	$242
Work at Home	$30,324	$29,991		$7,082	$7,184	$15,010
Per Confirm Mem	$126.60	$131.98		$99	$107	$214
Work at Large	$3,006	$2,350			$1,366	$1,961
Per Confirm Mem	$72.92	$17.09			$20	$28
Indebtedness	$77,364	$54,478	$53,519	$60,513	$78,000	$78,000
Indebt Per Mem	$303.21	$374.69	$743	$852	$1,164	$1,114
Nurture						
Ave Church Att	114.5	101.5	47	36	40	
Ave Times Commune	8.490	9.139	9.583	4.225	5.761	5.271

NONPUBLIC SCHOOL ATTENDANCE PATTERNS AND COMMUNITY DEMOGRAPHY

Generally, when a community changes, it takes on the characteristics of the new community. A foreign ethnic community which changes into a poor black community will experience a large decline in nonpublic school attendance. Each socio-economic community, however, has peculiar nonpublic school attendance patterns even though most of its characteristics do not change. Below are some typical communities with a sample of children in attendance at nonpublic schools. Note that the sample shows only the general pattern.

Foreign Ethnic: Community characterized by a high number of first, second, or later generation European migrants.

Nonpublic school attendance: 45%

Patterns: Nonpublic school attendance is directly related to permanence of residence. These are areas of high attendance.

Wealthy Apartment or Condominium: Community characterized by wealthy families with few children.

Nonpublic school attendance: 20%

Patterns: There are usually few children in these areas. Some, which are urban redevelopment, have extremely high rates of nonpublic attendance, 80%. In general, attendance has been declining.

Urban Development or Redevelopment: Community characterized by an influx of new wealth, commercial and residential. Frequently the "in" parts of town.

Nonpublic school attendance: 5%

Patterns: By its very nature this is a transitory population with few children. Attendance is frequently low.

Spanish: Community characterized by Spanish language, including mainly migrants from Mexico, Puerto Rico, and Cuba.

Patterns: The Spanish community is too new in many areas to discern trends in enrollment. Generally attendance is low.

Wealthy Family: Community characterized by higher income persons with large numbers of children.

Nonpublic school attendance: 15%

Patterns: Older wealthy family areas show higher attendance. Suburban areas have declined in attendance.

Suburban Family: Community characterized by middle income persons with a large number of children. Not all such areas are "out in the suburbs."

Nonpublic school attendance: 20%

Patterns: Although the percent of nonpublic attendance is less than in the foreign ethnic areas, suburban family areas have more people. Together the two areas are the bastion of the nonpublic school. Like the foreign ethnic neighborhood, attendance is directly related to stability of residence.

Poor Black: Community characterized by Black persons who are poor.

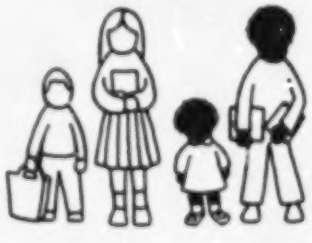
Nonpublic school attendance: 5%

Patterns: These areas are noted for their lack of nonpublic attendance and the stability of that pattern.

Middle Class Black: Community characterized by Black persons in the middle class with fairly high home ownership.

Nonpublic school attendance: 15%

Patterns: These areas are growing and the trend seems to be to greater nonpublic attendance.



Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

DEVELOPING EFFECTIVE RESPONSES TO CHANGE

THE PROBLEM OF CHANGE

Congregations that are faced with beginning a new school or modifying an already existing school program are often faced with a dilemma. There will be those who view any change as good because it is new and thus better than what exists; some will resist all change because what exists offers security and is better than something untried and unproven. The problem becomes one of preserving on the one hand and being responsible to new expectations and knowledge on the other. This problem becomes further complicated by differing opinions regarding what should be changed and on how change should occur.

Many congregations when faced with changing community conditions have adopted one of the two previously mentioned attitudes toward change, often leaning toward the latter. The pattern of action (or inaction) adopted has often led to the long, slow decline in membership and alienation from the geographic community in which the congregation is located.

The task which the congregation's staff and boards must confront is that of helping members of the congregation understand the self-defeating nature of adopting a simplistic attitude toward change. Congregation leaders must help members recognize the value and potential of making appropriate responses to change.

Skillful leadership must be exercised to bring about long-range and short-range plans in response to change. If a congregation resists change too long or adopts a "wait-and-see" attitude, it may find itself incapable of responding or faced with possible responses that may be deemed too drastic. Planned change, on the other hand, permits a congregation to move toward desired goals and helps the congregation influence the change occurring in the community. The following paragraphs provide guidelines for responding to change which will enhance the probability that planned change can occur.

ASSESSING READINESS TO CHANGE

Response to change is not likely to be effective unless it is supported by the individuals it will affect. This includes the congregation's staff and members as well as the larger community. In order to assess the readiness of members, congregation leaders should seek answers to the following questions:

1. What are the most urgent areas of need or pain experienced by the congregation, the school community, and the community in general?
2. What do the people in the congregation, the school, and the community want the Christian education program to accomplish?
3. What are people ready to do right now?
4. How quickly should the planned response to change occur?
5. What resources are available for helping planned responses to occur?

A readiness assessment can often expose factors that indicate surprising willingness or resistance to change. The answers to the above questions will prevent congregation leaders from getting too far ahead or behind the thinking of the congregation or the community. Often common goals will arise out of the assessment and will open the way for different groups to work together.

In order to assess readiness, some of the following techniques can be used:

1. Informal discussions with staff, interested parents of school-age children, board members, members of the congregation, and non-members who live in the community.

2. Interviews with people who have or could have an important influence on the school's program.

3. Conferences on the educational needs of the community involving students, parents, teachers, community residents, police officers, "street gang" members, businessmen, public school teachers and administrators, etc.

4. A formal survey, gathering data from a representative sample of the congregation and the community. Most public school districts and state departments of education can provide bibliographies of survey instruments that can be used to assess attitudes and interests of people in their community (see Witkin article, "Resources" section).

After the readiness assessment has taken place, through the means suggested above or other means, it will be helpful to keep the following guidelines in mind when interpreting the data:

1. Search for areas of agreement. Avoid stressing areas of disagreement. Are there certain actions that people agree are necessary? Is there agreement about how change should take place? Is there agreement on which problems are urgent and which are long range?

2. Search for possible goals. It may not be possible to revise the entire curriculum of the school in one year's time, but it may be possible to thoroughly rework the reading program. It may not be possible to offer Spanish worship services weekly, but monthly services may be a reality.

3. Separate long-term goals from short-term goals and give each a priority ranking. Confusing the two may result in inaction. Long-term goals may seem unattainable unless they are organized into a series of short-term goals.

4. Search for areas of action where data and experience indicate probable success. People will suggest actions based on their hunches of possible results. Available data and experience will often confirm or deny the hunch. Synodical office personnel and resource people (see "Resources") should be contacted when there is doubt about a suggested course of action.

5. Don't plan too much or too little. Either moving beyond or lagging behind the readiness of people may bring about lack of support or outright resistance. It is important to gauge speed to the readiness of the group.

LEADERSHIP FOR RESPONDING TO CHANGE

The major challenge for the person charged with the leadership for developing responses to changing conditions is to gain and maintain involvement of various interested groups. The leader must develop and state expectations for improvement in ways that gain results; he must coordinate the planning effort. The following paragraphs elaborate on these tasks:

a. Involving Others. Once readiness for change has been assessed, it is helpful to involve the persons who will be affected. Although it might be frightening for a board to involve community people who are not members of the congregation, the board will benefit from the different perspectives. As the board involves people of the community, it will emphasize that the congregation and school are active components of the community and are change oriented. If input of community members is not sought, they may feel apathetic or even alienated from the school and its program. While concern might be voiced about the community "taking over" the school, it is a challenge to gain and keep community involvement.

If broadly based planning does occur, it is likely to result in 1) staff, congregation, and community support for change, 2) better and more realistic planning for change, and 3) wider support for obtaining the resources necessary for carrying out the change.

b. Developing and Stating Expectations. Any group, especially a new one, needs strong leadership so the group may realize its goals. The leader of the planning group should be willing to invest the time and energy necessary to bring about change. The following guidelines are important as planning begins:

1. Members of the planning group should be involved in the selection of goals. The data generated by the community study (Section 1 of this chapter) and from the readiness assessment will be helpful to the planning committee. The planning group should use both sets of data in planning for short-term and long-term responses, as well as assigning priorities to them.

2. The leader should identify work groups or task forces for each of the action priorities. Care should be taken to involve interested volunteers and to avoid overloading responsibility on the pastor, principal, or chairperson.

3. The leader of the group should communicate clearly the minimum expectations for any work group or task force. Broadly stated tasks should be narrowed to attainable objectives.

4. The leader should require that each task force develop a written "work plan." Although difficult and even frustrating to develop, the plan will help identify expectations and responsibilities. Each plan should include the following:

   a. project objective

   b. specific steps to be taken to achieve the objective

   c. groups or individuals responsible for each step

   d. timetable for each step

   e. people and material resources that will be needed to complete each step

   f. provision for regular reporting of progress

5. The leader should monitor and coordinate the efforts of all work groups. Congregational committees sometimes seem to get off to a good start but soon fade away into oblivion, because little is expected of them or they lack support and resources. A good leader will provide both high expectations and support.

6. The leader should continually share progress toward goals. The atmosphere of change-orientation and community support will quickly disappear if those who participated in the readiness assessment and those representing the total community are not kept informed or permitted to provide feedback on progress.

7. The leader should move to implement responses to change at the earliest possible time. The congregation leaders and boards should be informed of progress so that they can act on recommendations at the earliest possible time. Support will wane if implementation does not occur.

8. The leader should engage the planning group in developing a plan for gathering data necessary for evaluating changes introduced as a result of recommendations.

DEALING WITH ANXIETIES

Responding to change is never easy, but it is the only way to avoid alienation and separation of church and school from the community. Rather than viewing change as a burden, the professional staff of the congregation and those involved in planning must communicate the attitude that change opens up new opportunities for ministry. Recognizing the challenge and responsibility for new forms of ministry can help change occur.

Resistance and psychological barriers to change are inevitable. Resistance stems mainly from people's tendency to avoid that which is new and threatening. Older congregation members of a small, stable, farming community which is developing into a bedroom-suburb will often resent new and younger members and their ideas. Members of an older, all-white, urban congregation may resist opening the school to nonwhite, non-Lutheran pupils. They see their security, status, and position diminish in the face of these events.

It is necessary to recognize that resistance will occur and to work with the cause of anxiety, rather than the symptomatic defense mechanisms. If these steps are taken, the resistance can be diminished. The following questions can help guide considerations regarding causes of resistance.

1. Do actions deal with needs and common goals identified in the readiness assessment?

2. Do actions build on the already existing strengths of the Christian education program of the congregation?

3. Does communication report the total program and explain the significance of each step?

4. Is there opportunity for people to express concern, clarify misconceptions, and provide feedback on plans and actions?

5. Does the total community have opportunity to participate in planning and decision-making?

6. Are actions built on a consensus about clear-cut goals?

RESPONDING TO URBAN CHANGE

Both challenge and opportunity confront the church in the city. Here the pressures of a concentrated population magnify the effects of change. This pressure frequently creates a stressful situation for the congregation which has retained a composition quite different than that of the neighborhood.

It is in these situations where personal and institutional integrity are tested, where commitment to ministry is measured, where the church can be servant to those with the greatest hurts.

THE LUTHERAN ELEMENTARY SCHOOL CAN BE EFFECTIVE

The Lutheran elementary school has been and can continue to be an effective means for the church to exercise caring ministry in the city. Long tradition, successful experience, and continuing commitments to teaching the faith qualify and obligate the Lutheran church to provide learning centers in areas of special need. Spiritual values, Christian discipline and quality education are components frequently not available to center-city families. These can be provided by Lutheran schools. A church-sponsored, multicultural experience can be enriching for the children of the parish and the community.

"There is strong evidence that the center-city elementary schools are the best evangelism outreach of the parish to their surrounding community." This statement from a study of thirteen Milwaukee Lutheran schools, conducted by Anderson/Roethle and Associates and supported by data from other urban areas, suggests a key role for Lutheran schools in changing communities. The study's five conclusions may prove helpful to the reader:

1. Center-city parishes can remain strong, but they must retain a membership base if they are to serve their neighborhoods in the future.

2. The objective of "survival" alone for a center-city parish and school is not enough. Such parishes seldom survive. Focusing on being a mission parish and winning converts is an appropriate role for a center-city parish and school.

3. Although a center-city school may serve primarily nonmember children, it can and should remain a "parish school" in every sense of the word.

4. The requirement that nonmember parents of school children take religious instruction is a reasonable policy and has proven very effective for increasing parish membership.

5. A Christian day school is very attractive to the center-city population. Parents are initially drawn to the school by a good academic program, discipline and a moral environment. Although they are attracted to the parish because of the school, they are then exposed to the Gospel and can be given an opportunity to respond to it. In-depth exposure of nonmember parents to church doctrine in weekly instruction classes often results in a strong faith response to the Gospel and a desire for church membership.

In addition to its educational and outreach functions the Lutheran school needs to see itself as a service center for the community. It requires a desire to identify with the neighborhood, to understand and share ownership for its problems and needs, and to make the resources of the school available. Those resources include facilities, programs, and especially people who can help and find help for "neighbors" with needs.

ADJUSTMENTS ARE NECESSARY

Ministry in the center-city requires adaptation to vast cultural change and careful reassessment of what the Lord is asking of Lutheran schools.

Robert Sitze in an article for "Share" (see "Resources") suggests that Lutheran educators need to reconceptualize their ministry. For most teachers presumptions of conditions similar to their own background and training in school situations will be faulty. Teachers need to see themselves as "missionaries to a foreign land" or as "foreigners in another country." Acculturation is a mutual process for teacher and learners as they interact with one another and the Good News in Christ.

A TYPICAL PARISH EXPERIENCE

Tracing a typical experience for an urban church may be helpful. It begins with the traditional situation of a homogenous congregation in a homogenous community.

The children enrolled in the parish school come from families in the parish. Change is initiated by the arrival of minority representatives to the community and a subsequent exodus of traditional residents. This process (segregation to integration to resegregation) requires varying amounts of time and creates ferment and change of many kinds in the parish.

The integration of community is first reflected by the school enrollment. Gradually, the proportion of members' children decreases. Often, the total enrollment increases dramatically, actually straining facilities. Meanwhile, the congregation membership roster grows smaller. It will reflect the community integration only after considerable delay.

The demand of the changed community for school services is matched by a decrease of resources as a result of decreasing parish membership. This in turn, forces a change in the manner of providing financial support. Formerly, no tuition was required of member parents and only a token tuition of nonmember parents. After the change, a minimum offering is expected of members and more realistic tuition rates are required of nonmember parents. Enforcement of these requirements becomes increasingly stringent. Soon, high tuition payments for every child will be demanded.

The meetings of the parent-teacher organization begin to experience dramatically increased attendance. Where once the parent organization begged for attention and support, it now assumes more importance in the life of the parish than ever before. The organization's function also changes. It once sought small amounts of extra-budget resources for classroom and playground equipment. Now it becomes a forum for nonmember, tuition-paying parents to communicate their demands, air their real or imagined grievances, and apply pressure to control and influence school policy and procedures.

As the congregation's budget includes greater amounts of school-generated money, the positions and attitudes of school staff persons change perceptibly. They seek to wield greater influence in policy and program matters. The congregation's board of education finds meeting agenda more crowded, complex and difficult to cope with. While school personnel assume more important roles in the parish structure, their teaching tasks become more demanding, and they feel threatened by parents who are more insistent on having a voice in curriculum planning and scheduling of events.

At this point, the pastor feels a great deal of tension. The parish school becomes increasingly burdensome and troublesome. However, he knows his contact with the new community is through the school. Virtually all mission prospects come from persons interested in the parish school. He sees that the school is, in fact, the main outreach agency of the parish. Evangelism and nurture become major school functions.

Nonmember enrollment increases bring larger numbers of children from broken, incomplete, and unstable homes. Discipline and behavior problems increase until teachers seem obsessed with classroom management and discipline procedures. There is no consensus as to adequate curriculum, dress code, behavior standards, legitimate discipline, and acceptable participation levels in parish activities.

Confirmation classes too become more difficult to teach and are often frustrating and disappointing to both pastor and students. Before the change, the pastor could assume a basic knowledge of Bible history and church practices, since these were taught in the home, church, school, and Sunday school. An influx of nonmember students brings with it an ignorance of the basic doctrines and church practices. Often parents place greater importance on the secular education than in religion programs and goals.

Adjustments by all persons involved are made, but always with difficulty. Adequate and accurate communication becomes more important but difficult to achieve. Mutual trust becomes the most important and yet most elusive relational component.

PARTNERSHIPS ARE IMPORTANT

The Lutheran Human Relations Association provides professional assistance for developing caring ministries in multicultural settings. Their publication Faithful Interdependence: Resources for Caring Ministries (see "Resources") describes a process for identifying community needs, developing and executing a plan which includes partnerships with helpful persons and organizations. Art Winters, principal of St. Paul Lutheran School, St. Louis in "Share" (see "Resources") emphasizes the need to use the people resources in the community to influence the power structures, including the church to bring healing and hope.

Robert Sitze deals substantively with the partnership concept for urban and suburban schools in his paper "Partnerships" (see "Resources").

In partnership with its parish, its community, sister churches and schools, the Lutheran school is distincly equipped to conduct a caring ministry in the city. It can be an effective expression of the church's mission as it nurtures through Christian education, worship, witness, and service. Its success will continue to depend on a genuine concern for persons, on the affirmation of diversity, on the establishment of trust, on the commitment to quality, and on the power and promises of God.

RESPONDING TO RURAL CHANGE

MAINTAINING COMMUNITY

A major factor in the erosion of rural communities has been the consolidation movement in public education. A school operated by a church maintains the traditional characteristics of the community to a greater degree than most othe agencies of the community.

Tom Gjelten in Schooling in Isolated Communities (see "Resources") lists four characteristics of a genuine community: 1) A strong sense of family, 2) The personalization of social, political, and commercial relations, 3) Interdependence, 4) Collective spirit.

In attempting to revitalize a rural school, one must be aware of the community mind. An effort to achieve a school's potential must begin in the pattern of community traditions, values and beliefs. Rural people generally seek to preserve tradition. The school in a traditional rural community is given a simple charge - provide an atmosphere for religious and moral training consistent with the parents' values and help children become competent in the basic academic skills.

A rural school can relatively easily maintain a positive self-image. The rural school must emphasize its virtues of warmth, informal atmosphere and close parent-teacher relationships. At the same time it is critical that the church and school develop programs which attract and serve the community. The goodwill, enrollment and support of nonmembers if often vital to the future of the church-related school in the rural community.

INSTRUCTIONAL PRIORITIES

Despite the emphasis on the traditional, the small rural school has the potential for using a variety of innovative approaches in the teaching process. These techniques should be designed to 1) maintain an emphasis on the basic concerns of the supporting constituents and 2) open up opportunities for students to an awareness of the urgency to understand today's society.

Some teaching methods used in small schools years ago, but later discarded, can be restored. Individualized instruction, peer-group teaching and cross-age grouping are once more viewed as effective teaching methods.

Low student-teacher ratios are essential in multigrade classrooms. Smaller groups encourage a higher level of individual participation, and that is one of the strengths of the small school.

Teachers should be engaged on the basis of their ability to relate on a one-to-one or small group basis. Teachers also need to be generalists in order to move freely from one academic subject to another. Generalists often have the ability to teach the subject matter and skills with more practical significance and application.

Curriculum develpment suited to the needs of rural communities would probably include the following features:

1. A strong foundation in teaching of basic skills and essential facts.

2. An emphasis on practical skills.

3. Training in self-directed study and the development of initiative.

4. A focus on the community.

5. An orientation to familiarizing students with the outside world, a culturally pluralistic and globally interdependent world.

6. Attention to the future of the students, including career development.

FACILITIES CONSIDERATIONS

The following are guidelines for the design of a building for a small school:

1. Allowance for later additions.

2. Provisions for individual and small-group acitivites in each classroom (large classrooms).

3. "Semi-specialized" areas for multiple use including science, art, and home economics activities.

4. A room where all teaching aids are available to teachers.

5. An adequate, general-purpose space for multiple use (music, physical education, drama, etc.)

6. Sufficient storage space for teacher, student and janitorial supplies.

7. Movable furniture, where possible.

8. The outdoor play area should emphasize developmental physical activity rather than competitive athletics.

PARTNERSHIPS

The experience in some small communities is that the student population has declined to a level that the maintenance of a school is not justifiable or, at best, not advisable. Such a situation requires a rethinking of current practice.

Two small town parishes in Iowa faced this problem by asking themselves the following questions (See "Ponder Anew" in "Resources"):

1. Do we want to continue to offer a full-time Christian education program for our children?

2. Is our present program of high quality Christian education financially possible in the future?

3. As our available number of congregational students diminishes, will our program continue to be a God-pleasing model of stewardship?

4. Is our school meeting our needs, and is it the best program we can have?

5. Are there some alternatives?

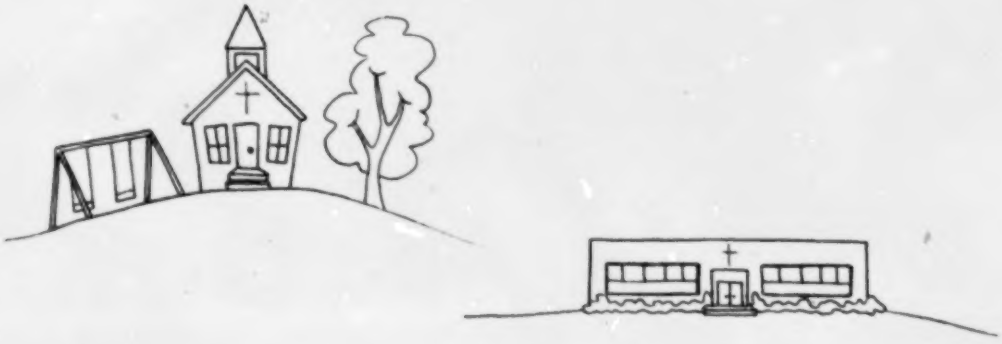
These questions brought about the formation of a cooperative planning committee, which eventually proposed the concept of an inter-parish school involving children from both congregations. The two parishes were able to combine their resources of personnel, materials, and facilities to maintain a high quality program for its students.

It appears that when proximity makes it possible and when good planning procedures are followed, the inter-parish school may be the most practical solution. If, on the other hand, a thorough study makes it appear that an inter-parish school approach is neither possible nor a viable alternative, then certainly other possibilities of the "partnership" concept should be pursued. This process can be initiated by listing the real needs of the present school program. Along with that there needs to be a determination of the resources a school has to share. After this preliminary study, a search for "partners" should be carried out.

Some possible partnerships for a small rural school are

1. Other small rural schools within a reasonable distance,
2. Larger urban schools in nearby cities,
3. Civic youth-serving agencies,
4. The local public school system,
5. Community businesses and industries, and
6. Individuals in the community with special talents.

"Partnerships" can provide an excellent source for expanding the educational opportunities for students and staff (see "Resources"). See also E02 of this series titled Guidelines for Starting a New School, Part Four, "Interparish Schools."



RESOURCES FOR DEALING WITH CHANGE

The annotated bibliography included in this section is largely the contribution of "Multicultural Lutheran Education," a Lutheran Church-Missouri Synod Project. Print entries have been assigned levels according to the following gradation:

Level I - Content for Initial Efforts

Level II - Content for More Sophisticated Change Process

Level III - Content for Advanced Change Processes Including Structures Within the Community

FL (Foundations Library) - Supportive Reading Materials.

Additional entries relate to references in the document.

Multicultural consultants and research information are available from the respective denominational offices. In addition to the listed national offices, regional (district) offices furnish assistance. CAPC and CenSearch provide access to data through the bank at Concordia Teachers College, River Forest, Illinois.

PRINT RESOURCES

1. CENTER CITY ELEMENTARY SCHOOLS/ Can They Remain Parish Schools (FL)

Education Management Volume 78-1
Anderson/Roethle and Associates
811 East Wisconsin Avenue
Milwaukee, WI 53202

This is a four-page report on a study of thirteen Lutheran elementary schools in center-city Milwaukee. It addressed the questions "Can the center-city elementary school, serving primarily Blacks and/or Hispanics, play a key role in the future of the parish, and can it still be a "parish school?" The study concluded that "there is strong evidence that the center-city elementary schools are the best evangelism outreach of the parish to their surrounding community."

2. CHURCH MEMBERSHIP AND COMMUNITY STATISTICS FOR LUTHERANS, Volume IV (Level I)

Concordia Teachers College
River Forest, IL

or

Lutheran Council in the U.S.A.
New York, NY

This 200 page report, prepared with assistance from The Center for Social Research in the Church, presents census data on the total population by denominational districts and then by counties side by side with comparable data on church members. Also included are suggestions on how congregations might use census data in perceiving change trends and in analyzing opportunities for ministry.

Although the material is based on 1970 census reports and, therefore, somewhat dated, it remains helpful in showing basic trends of population and church membership and in suggesting ways to apply new census data to church decision-making. Supplementing the report is an annotated bibliography of census study resources.

3. COMMUNITY DEVELOPMENT LEADERSHIP (Level II)

Department of Speech Communication
University of Denver
Denver, CO

This loose-leaf manual of approximately 150 pages is "designed to provide functional, practical leadership training for people in communities." Its five chapters provide background information which could be used as lecture material, as well as numerous exercises in group dynamics and in leadership theories and skills.

If a congregation lacks a strong lay leadership base from which to conduct a feasibility study or to attempt organizing a school or other major educational programs, this manual is a good place to begin. The first several chapters on the nature of leadership, effective communication, and group leadership can give helpful training in group processes for responsible decision-making within the congregation. One or two individuals with some group leadership experience could present the course to others.

For more inclusive ministries to the community, this manual can provide additional resources in community leadership development. The later chapters deal more specifically with community leadership theories and with the training of neighborhood residents to serve as community resource persons.

4. COMMUNITY DEVELOPMENT REPORTS/PLANS (Level II)

Community Development Commission
Your Community
Anywhere, U.S.A.

FOR EXAMPLE, IN ST. LOUIS: St. Louis Development Program

City Plan Commission
St. Louis, MO

This richly bound and illustrated volume depicts every aspect of the development of St. Louis from its founding in 1766 to the present and projects its development in the near future. Included is a history of the numerous and various government-funded development or redevelopment programs attempted over the years; successes and failures are identified and briefly analyzed. Particularly useful is a two-page "Residential Betterment Strategy" chart listing in separate columns suggestions for efforts by individuals, neighborhoods, and the city/city agencies in dealing with 12 different categories of community development.

This type of community planning information facilitates understanding the community development patterns, responding effectively to inevitable changes, and initiating creative changes.

Local information is available from urban or county offices.

5. DETROIT AREA URBAN AND PARISH ANALYSIS (Level I)

The Urban Affairs Committee
The Episcopal Diocese of Michigan

Almost half of this 62 page report is data maps. The Urban Collaborative, professional urban planners, was contracted by the Episcopal Diocese for "an analysis of urban conditions, changing residential and commercial patterns, and a survey of corresponding changes in church activity." Data was gathered from neutral sources such as U.S. Census reports as well as from opinioned sources such as church leaders of several denominations. Marketing analysis techniques were then used to assess interdependent social, economic, political, and physical factors and to measure the impact of change. More significantly, the report includes recommendations for translating the data and insights into more effective ministry strategies.

For Detroit residents this is a valuable resource; for urban and parish workers it is highly recommended for two reasons:

1. the study provides an excellent model for the kind of research every church judicatory could and should be doing, and

2. the suggested strategies provide wisdom and practical applications for other, particularly urban, communities.

6. FAITHFUL INTERDEPENDENCE: RESOURCES FOR CARING MINISTRIES (Level I)

Lutheran Human Relations Association of America
Valparaiso University
Valparaiso, IN 46383

A 30 page booklet summarizing the proceedings of the 1977 LHRAA Institute. Excerpts from presentations by civic and church leaders, Bible study, discussion guides, regional and metropolitan projects, etc. provide beginning resources for overcoming a myopic world view. In addition, the booklet introduces the reader to the many resources of publications, leadership training materials, congregational retreats, and other staff services offered by this independent, inter-Lutheran agency.

Congregations can benefit from LHRAA leadership in assessing and responding faithfully to the challenges of changing neighborhoods.

Soon to be released: Proceedings of the 1978 LHRAA Institute;
Theme: "Differences Dare Not Divide"

7. A HANDBOOK FOR INTEGRATED SCHOOLING (Level I)

U.S. Department of Health, Education and Welfare
Office of Education
Washington, DC 20202

This 88 page booklet presents specific recommendations for successful integration of both elementary and high schools. All suggestions, based on a widespread study of schools where integration is already working effectively, are positive. A preliminary discussion of the principles involved in effective integrated schooling, examples, and case studies are included. The dual emphasis is quality education with good race relations.

The handbook is recommended for anyone considering the establishment of a school or struggling to maintain the validity of a school in a racially mixed or changing neighborhood. The special value of the book is its realistic, rather than theoretical, approach. Many of the recommendations are the obvious, common-sense variety; others, however, contain the kind of wisdom and insight that come only from crisis experience. With its clear outline of major points and checklist summaries, this booklet is a valuable tool for faculty or staff meetings and study sessions.

NOTE: This booklet is written in Black and White terminology; however, the applications are equally valuable for Native American, Hispanic, or ethnically mixed situations.

8. IN PRAISE OF DIVERSITY Series (FL)

(Published in cooperation with the Teacher Corps)

Association of Teacher Educators (Item 1)
1701 K Street, NW
Washington, DC 20006

Center for Urban Education (Items 2 and 3)
The University of Nebraska at Omaha
3805 North 16th Street
Omaha, NE 68110

A three-book series of multicultural education resources developed under the sponsorship of the United States Office of Education, Department of Health, Education and Welfare:

1. In Praise of Diversity: A Resource Book for Multicultural Education - 221 page book comprising a unit on basic considerations of ethnic pluralism in education as well as separate articles on nine ethnic groups in the United States. The ethnic vignettes, each written by a member of that cultural community, present historic information on the circumstances of immigration, conditions faced by the immigrants then and now, contributions to the development of the U.S., unique strengths and characteristics, etc. Written with scholarly integrity yet in conversational, readable style these vignettes are invaluable resources for clear, concise, nonemotional introductions to the various ethnic communities. The articles provide the knowledge and insights one needs to understand and appreciate other peoples.

2. In Praise of Diversity: Multicultural Classroom Applications - 170 page teacher's workbook offering suggestions for 51 classroom activities in the subject areas of social studies, language arts, science/math and art. The first unit deals with understanding feelings both in self-perception and in relationship with others. The second unit develops procedures which utilize the material in the companion book described previously.

3. Multicultural Education: A Functional Bibliography for Teachers - 41 page booklet providing an annotated bibliography of additional resource materials catalogued according to the nine ethnic identities studied in the companion books described previously. Each entry is classified according to use as a teacher resource (subclassified as teaching aids, background information, or consciousness-raising), student resource (elementary or secondary), or curriculum material (elementary or secondary). Additional sections list materials on multicultural education in general and prejudice/discrimination in particular.

This set of materials deserves a place in the working library of every congregation - school or no school - that wishes to grow in knowledge, understanding and appreciation of its multicultural milieu. The books provide no explicit Scriptural or doctrinal basis for acceptance of persons, appreciation of their unique gifts, or concern for their unique problems; however, these materials do implicity supplement and apply such Christian teachings. The cultural education made possible through these resources is crucial if a congregation is to respond fearlessly and with integrity to the new faces and lifestyles entering its neighborhood. Much of what is offered in these books can be utilized in adult or youth Bible classes, vacation Bible school, Sunday school, auxiliary groups, retreats, etc., although their primary target is teachers in classrooms.

9. MULTICULTURAL RESOURCES Publications (FL)

Multicultural Resources
P.O. Box 2945
Stanford, CA 94305

A set of two bibliographies of resource materials:

1. Multicultural Materials: A Selective Bibliography of Adult Materials Concerning Human Relations and the History, Culture and Current Social Issues of Black, Chicano, Asian American and Native American Peoples - 49 page booklet listing, without description or evaluation, multicultural resource materials for adults. Entries in each ethnic category are grouped according to topic/type:

   history and current social issues;

   biography; fiction and drama;

   poetry, legends, collections;

   art and music; periodicals.

   Also included is an extensive directory of publishers who deal in multicultural resources.

2. Multicultural Resources for Children: A Bibliography of Materials for Preschool through Elementary School in the Areas of Black, Spanish-speaking, Asian American, Native American, and Pacific Island Cultures - 182 page catalog listing, without description or evaluation, a wide range of multicultural resources for children. Entries in each ethnic category are classified according to topic/type:

folk tales, myths, legends;

picture books and early reading;

poetry, plays, collections;

art and music;

crafts, games, miscellaneous;

social studies materials and series;

reading for older children;

pictures, posters, maps, study prints;

materials from foreign publishers.

Also included in this volume is a directory of publishers dealing in multicultural materials designed specifically for children.

These two bibliographies, published in 1974 and 1976 respectively, provide a wealth of resource possibilities for anyone desiring to learn about and/or to work with the cultural communities listed. Any congregation or school undergoing or anticipating a change of ethnic complexion could profit well from acquiring this most comprehensive catalog of resource materials. Just seeing the scope of materials already available for use in multicultural education should be enough to encourage fainthearted teachers and administrators. Using the materials is sure to make multicultural education not only possible but exciting and rewarding. Many of the resources listed would be valuable for use also in various congregational settings other than a day school, e.g., library, Sunday school, study groups, special events, etc.

10. NEEDS ASSESSMENT KITS, MODELS, AND TOOLS (FL)

Belle Ruth Witkin
Educational Technology - November, 1977

Thirteen-page article contains references and descriptions of a variety of needs assessment kits. These can serve as models for developing instruments for local use.

11. PARTNERSHIPS (Level I)

Robert Sitze
Paper written for Multicultural Lutheran Education
Board for Parish Education LC-MS
3558 South Jefferson Avenue
St. Louis, MO 63118

The paper explores the concept of mutually supportive linkages of urban Lutheran schools with those in suburban settings. It offers specific helps to schools seeking the establishment of such partnerships. Included are difficulties that need to be recognized,

a rationale for the concept, a process for developing a linkage, a lengthy "shopping list" of ideas for kinds of mutually supportive linkages, suggestions for selecting from the options, and an evaluation checklist. It's a helpful treatment of an important concept.

12. PONDER ANEW (FL)

Slide-Cassette Presentation
Board of Parish Eudcation
Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, MO 63118

Two small Iowa congregations provide the setting for this audio-visual package. Their problems are typical; their method of dealing with them is not. In this case the formation of an association provides the answer to the dilemma of possible closings of both Lutheran elementary schools. The production is technically well done and provides a clear description of their handling of a complex problem.

13. SCHOOL DESEGRATION: COMMUNITY PREPARATION AND THE ROLE OF THE CHURCHES (Level II)

Division of Education and Ministry
National Council of Churches of Christ in the U.S.A.
475 Riverside Drive
New York, NY 10027

This 43 page study booklet was developed from a series of five regional ecumenical consultations on school desegregation during the middle '70's. It includes three background essays on educational justice, constitutional issues in court-ordered desegregation, and a theological rationale for church involvement in school desegregation. The fourth study paper summarizes reports from the five consultations presenting specific suggestions for congregational action in the community before, during, and after the desegregation process. A selected annotated bibiliography on desegregation research lists resources published primarily after 1970.

By relating what churches have done in situations of drastic change, the booklet implies what churches can do. Congregations facing court-ordered desegregation and community upheaval will benefit from the clear presentation of issues and the prescriptions for parish involvement in the community.

Although this resource relates specifically to desegregation of public schools, the lessons learned are certainly applicable to congregations maintaining or developing parochial schools in newly integrated situations.

14. SCHOOLING IN ISOLATED COMMUNITIES (Level I)

Tom Gjelten
North Haven Project, 1978 - 100 pages
Box 13
Portland, ME 04112

This book is a first-hand account of the experience of a teacher who worked in a small community on North Haven Island, Maine. The effort was supported by a federal grant and was organized formally into the North Haven Project for Career Development. The community maintains its own K-12 school, with a current student population of 84, and a full-time instructional staff of eight, including a teaching principal. Other than the low teacher-pupil

ratio, this school system and the community itself have much in common with our rural Lutheran situations. The book offers practical approaches to the revitalization of a school affected by declining enrollment, low financial resources, and isolation.

15. SHARE (FL)

Multicultural Lutheran Education
Board of Parish Education
Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, MO 63118

This newsletter, mailed regularly to schools, contains many practical resources for multicultural ministries.

16. THE URBAN CHURCH FACES COMMUNITY CHANGE: FORTRESS OR MISSION (FL)

Kent R. Hunter
Lutheran Education Vol. 113 Issue 3 Jan/Feb '78
7400 Augusta Street
River Forest, IL 60305

Rev. Dr. Hunter describes the Church Growth approach utilized at Our Saviour, Detroit, an urban-change parish. The congregation has a strong evangelism program and began an elementary school in 1976. It is making a concerted effort to face its problems as a mission opportunity.

17. THE WALNUT PARK PROJECT: A MODEL FOR CITIZEN PARTICIPATION IN COMMUNITY DEVELOPMENT (Level III)

The Lutheran Church-Missouri Synod
Board of Social Ministry and World Relief
500 North Broadway
St. Louis, MO 63102

A four-piece package of materials:

1. "It Happened in Walnut Park" filmstrip with cassette - in approximately 100 frames and 15 minutes tells the story of the six-month project as it occurred in a northwest St. Louis neighborhood in 1977.

2. The Walnut Park Project: Story Report with Illustrations - 32 page booklet telling in simple conversational style the precise details of how the project was conceived, funded, designed and implemented, including photocopy samples of the actual materials used in the project.

3. The Walnut Park Project: Data Report with Commentary - 28 page booklet summarizing and analyzing the information gathered through the project's sample survey, interviews and neighborhood meetings.

4. The Walnut Park Project: Roadmap with Travel Tips - 18" x 24" colorfully illustrated poster mapping out in gameboard fashion the steps to follow in adapting the model to one's own neighborhood.

The Walnut Park Project itself, as described in these materials, was an ambitious attempt to involve the entire population of a particular community in the process of identifying neighborhood problems and needs, selecting priorities for action, planning projects for community improvement, and developing proposals for government funding of those plans. The Walnut Park Project was funded by a "seed money" grant from the Board of Social Ministry and World Relief (LC-MS) and administered by the Lutheran Housing Association of St. Louis in partnership with the Walnut Park Church and Community Organization. Both organizations include St. Matthew Lutheran Church (with school, K-8) and/or its pastor.

As the project developed, St. Matthew not only participated in but also provided some needed resources for the project. In the process St. Matthew learned the needs of its neighbors, gained greater visibility in the community, and discovered some new possibilities for cooperative community service through the facilities of its school in a neighborhood that had recently undergone dramatic changes in population.

For any congregation considering an in-depth process of neighborhood needs-assessment and problem-solving, the Walnut Park Project materials provide a helpful model. Keep in mind, however, that where similar resources of funding and staffing are not available the model can and should be significantly revised and adapted. Likewise the Walnut Park Project can serve as a helpful design for community action even if the goal is not the procurement of government grants.

MULTICULTURAL CONSULTANTS

Director of Church in Community
American Lutheran Church
422 South 5th Street
Minneapolis, MN 55415
Phone: 800/328-7185

Educational Task Force Chairperson
Association of Evangelical Lutheran Churches
607 North Grand
St. Louis, MO 63103
Phone: 314/821-3889

Secretary for Educational Ministry
Lutheran Church in America
2900 Queen Lane
Philadelphia, PA 19129
Phone: 215/438-5600

Multicultural Lutheran Projects Director
The Lutheran Church - Missouri Synod
3558 South Jefferson
St. Louis, MO 63118
Phone: 314/664-7000

RESEARCH AND PLANNING

Office of Research and Analysis
American Lutheran Church
422 South 5th Street
Minneapolis, MN 55415
Phone: 612/338-3821

Office of Research and Planning
Lutheran Church in America
231 Madison Avenue
New York, NY 10016
Phone: 212/481-9638

Department of Research and Planning
The Lutheran Church-Missouri Synod
500 North Broadway
St. Louis, MO 63102
Phone: 314/231/6969

Census Access for Planning in the Church (CAPC)
(A cooperative for accessing data for church purposes. Furnishes population profiles and manuals.)

Concordia Teachers College
7400 Augusta Street
River Forest, IL 60305
312/771-8300

The Center for Social Research in the Church (CenSRCH)
(Repository of census data, findings, and research techniques. Provides consultancy service.)

Concordia Teachers College
7400 Augusta Street
River Forest, IL 60305
312/771-8300

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

E01	WHY THE LUTHERAN SCHOOL	Rev. Paul Pallmeyer Minneapolis, Minnesota
E02	GUIDELINES FOR STARTING A NEW SCHOOL	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E03	BOARD OF EDUCATION HANDBOOK	Dr. Glenn Bracht Waverly, Iowa
E04	PERSONNEL HANDBOOK	Mr. Kenneth Markworth Waverly, Iowa
E05	RECRUITMENT/PUBLIC RELATIONS/TRANSPORTATION HANDBOOK	Mr. Richard Sauer Ft. Wayne, Indiana
E06	LEGAL REQUIREMENTS	Mr. Wilbur Tewes Appleton, Wisconsin
E07	CURRICULUM PLANNING GUIDELINES	Dr. Glenn Kraft Seward, Nebraska
E08	FINANCIAL PLANNING AND ACCOUNTING HANDBOOK	Mr. Neal Meitler Milwaukee, Wisconsin
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E10	BUILDING AND EQUIPMENT PLANNING	Mr. Robert Eggold Topeka, Kansas
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E12	PARENTS AS PARTNERS	Mr. Eldor Kaiser Appleton, Wisconsin
E13	MODEL LUTHERAN SCHOOLS	Mr. Ellsworth Kierbs Seward, Nebraska

The above materials can be ordered from:

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, Missouri 63118

or

The American Lutheran Church
Mr. Don Vetter
Wartburg College
Waverly, Iowa 50677

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.

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